

Tansor Playgroup

Tansor Village Hall, Main Street, TANSOR, Northamptonshire, PE8 5HS

Inspection date

05/03/2014

Previous inspection date

08/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is good across all seven areas of learning, demonstrating that all children including those with special educational needs and English as an additional language make good progress towards the early learning goals.
- The quality of teaching is good across all seven areas of learning, demonstrating that all children including those with special educational needs and English as an additional language make good progress towards the early learning goals.
- Children are confident and capable as a result of excellent and established partnerships with parents and secure attachments to their key persons.
- The safeguarding and welfare requirements are understood and met by the effective leadership of the manager, which ensures that children are kept safe from harm.
- Children benefit from a really happy and calm environment which they actively explore and investigate and therefore, develop their skills through things they enjoy.

It is not yet outstanding because

- There is scope to enhance the use of resources to support children as they become ready and able to start forming letters to write their own name and other familiar words.
- There is scope to extend the access of the wide range of resources, to children, especially the youngest children or those unable to clearly communicate their preferences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises, both inside and outside and completed a joint observation with the manager.
- The inspector observed children and spoke to staff and parents.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector looked at documents, policies and procedures.
- The inspector looked at observations of children's learning and planning.

Inspector

Ann Lee

Full report

Information about the setting

Tansor Playgroup has been registered and open for over 35 years. It operates from a main room in the village hall in Tansor, Northamptonshire and has an extensive outdoor area. It is a committee run group. The playgroup serves the immediate locality and also the surrounding areas. The playgroup is open five days a week from 9am until 12 noon and on Monday and Wednesday also from 1pm until 3pm with an option of a lunch club from 12 noon until 1pm. Children attend for a variety of sessions. There are currently 26 children on roll, all of whom are in the early years age range. The playgroup receives funding for the provision of free early education for two-, three- and four-year-old children. The playgroup supports children with special educational needs and/or disabilities as well as those who speak English as an additional language. Once a week the playgroup uses the facilities of a forest school. There are currently four staff working directly with the children, all of whom have an appropriate early years qualification to at least level 2. The manager has Early Years Professional Status. The playgroup is registered on the Early Years Register.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for those children ready and able to form letters and write their own names, for example, by making better use of resources, such as their name cards
- consider ways to enable younger or less confident children to freely access the full range of resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is good overall enabling children to make good progress, which is supported by an effective, broad-based educational programme. Staff understand how children learn through play and provide them with a well-resourced environment both inside and outside that enables them to explore, experiment and investigate. However, there is scope to enhance the youngest and less confident children's ability to make choices about what resources they wish to use and play with. This is because not all the resources are available to all children throughout the session and some, such as the sand tray, are too high for the very youngest children to reach. Children playing outside are given different opportunities to make marks to those offered inside, which ensures that different learning styles are accommodated. Staff understand when children require one to one support and when they wish to play uninterrupted. They are deployed effectively to ensure that they

are available to scaffold children's learning and extend their vocabulary. A craft activity involving sticking large and small shapes onto paper provides opportunities for mathematical language acquisition. The use of mathematical language is also consolidated during an interactive story time and also in the outside area, extending the learning opportunities to children who choose not take part in the craft activity. Staff use good questioning skills to encourage children to make decision and think for themselves. A discussion with a child about making a mask results in the child realising that they need to make holes for their eyes in order that they can see. A circle time provides children with an opportunity to share news and items from home, which supports their personal, social and emotional development, as they become confident to talk to a large group and share their experiences. For example, a child proudly shows his 'wasps nest' to the whole group, pointing to where the wasps lived. Children are given the opportunity for physical development in both the inside and outside area. Children's physical development is good. There are opportunities for large muscle development, such as, climbing and throwing in the outdoor areas. Children confidently use scissors and pour drinks at snack time, which promotes fine motor skills.

Staff support children with special educational needs and/or disabilities and those with medical issues and English as an additional language. The progress of children with English as an additional language is in line with their developmental stage. This is as a result of effective support and encouragement from staff in developing their speaking and listening skills. Pictorial images are available to assist children with the acquisition of English. Children identified with delayed speech and language are supported through effective partnership with speech and language therapists. Children's starting points are assessed through the use of information forms shared with parents. Parents continue to be informed and contribute towards their children's learning by placing news or development on the 'Apple tree'. Ongoing accurate assessments are made of children through meaningful observations that are used to inform regular planning meetings of their next steps in learning. The progress check at age two is completed for all two-year-old children that spend the majority of their time in the setting. These are effective in providing information for appropriate intervention for children at risk of delay.

Children are prepared for school by developing their abilities to put on their own coats, find their own boots, access the toilet independently and appropriately interact with other children and adults. They talk enthusiastically about their next stage in learning and, for example, are eager to write their name. However, children are not always effectively supported at this time. This is because staff have not considered using resources, such as the children's name cards that are used at the start of the session, for children to copy or trace. This means staff describe how to form letters, which is not consistent or effective.

The contribution of the early years provision to the well-being of children

The effective implementation of the key person system ensures children form strong, emotional attachments. These support their settling in and enable them to become independent learners. Children display a strong sense of belonging. Staff know children and their families' well, which enables them to offer tailored and meaningful support. The partnership that is formed with parents is particularly strong and is reflected in the

emotional stability of the children. Children demonstrate that they feel safe and comfortable with all members of staff. Behaviour management is consistent throughout the setting. Positive behaviour practice is endorsed and strategies shared with parents to assist children to manage their own feelings. Children are rewarded by displaying notes onto the elephant display for all to see. Staff work hard to ensure that all children's needs are well understood and children's safety and welfare fully protected. Staff are proactive in meeting the needs of all children and identify specific training requirements, for example, if specific medication is required to be administered.

Children are cared for in a very safe, calm and relaxing environment. All areas and equipment accessible to children are risk assessed regularly to ensure appropriate action is taken to maintain children's safety. Children are taught how to keep safe when they are playing although staff are keen to allow children to carry out their own risk assessments, particularly in the outside area. For example, a two-year-old child uses the stepping stones, makes very large strides and calculates when the gap is too great and assistance from her nearby key person is needed.

Children are taught how to become independent in their self-care skills and to adopt healthy lifestyles. They are expected to wash their hands prior to eating their snack and lunch and after going to the toilet. They are encouraged to pour their own drinks and choose between milk and water. Healthy snacks are always provided for children, either fruit, dried fruit or vegetables. Children are involved in preparing the tables for mealtimes, which encourages their independent skills.

The effectiveness of the leadership and management of the early years provision

The manager fully understands her roles and responsibilities in relation to safeguarding and child protection. All staff are expected to update their safeguarding knowledge on a regular basis through local authority training initiatives. Staff understand the signs and symptoms of abuse and understand the procedure for reporting inappropriate behaviour displayed by other members of staff at the earliest opportunity. All staff employed within the setting have suitability checks to ensure that they are safe to be working with children. Due to the very low turnover of staff, there has been no recruitment for over six years, but the setting has recently implemented an appraisal system for all members of staff. The chair of the committee carries out the appraisal for the manager. This ensures that all staff remain suitable to be working with children at all times and identifies areas for professional development. The manager attends all committee meetings and keeps the chair of the committee informed on a regular basis. This ensures that the committee and manager share the vision for the playgroup's future and all have a full understanding of their roles and responsibilities.

The manager and her staff are very aware of their responsibilities with regard to the learning and development requirements. Teaching and learning is monitored effectively so that children's individual needs are quickly identified and additional support put in place to narrow the gap, if required. The manager has recently updated the self-evaluation form for the setting, which effectively evaluates the practice and successfully highlights areas

for development. The committee and staff have also been involved in this process.

The manager has good working relationships with other providers, professionals and agencies, which enables all staff to support individual children's needs very effectively. Partnership working with parents is very well established and parents comment that they appreciate the high level of support and care that their children receive in the setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	220301
Local authority	Northamptonshire
Inspection number	864236
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	41
Name of provider	Tansor Playgroup Committee
Date of previous inspection	08/01/2009
Telephone number	07908378862

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

